



TRUST IN LEARNING (ACADEMIES)

BRIDGE LEARNING CAMPUS BEHAVIOUR POLICY

Approval Date: June 2025

Version: 01

Review: Annual

Approval By: Quality of Education
Committee

Lead: Director of
Education/Director of
SEND, Safeguarding and
Inclusion

Review date: July 2026

As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.



History of Policy Changes:

Date	Page	Change	Reason for Change
June 2025		New policy	New over-arching policy for the Trust

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1. Statement of Intent

This document sets out the policy for behaviour within Trust in Learning Academies (the Trust).

Trust in Learning Academies is committed to enabling all pupils to flourish through providing the best possible opportunities for all pupils to learn. Good behaviour is central to a good education. Managing behaviour successfully enables a calm, safe and supportive environment where pupils feel welcome, want to attend and where they can learn and thrive.

The policy has been developed and implemented in consultation with schools. It will be shared with parents and pupils.

2. Values and Principles - (Appendix 1.1)

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 The specific aims of this policy are to:

- Outline the Trust approach to behaviour which promotes a positive, calm, safe and supportive environment that enables pupils to thrive.
- Enable consistency across the school in the development of a positive approach to behaviour that enables pupils to thrive.
- Outline the Trust's approach to supporting unacceptable and distressed behaviour.
- Explain the importance of supporting vulnerable pupils who may require adaptations to the school's behaviour procedures.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2013) Use of reasonable force in schools
- DfE (2022) Searching, screening and confiscation: advice for schools
- DfE (2024) Keeping children safe in education (KCSIE)
- DfE (2024) Behaviour in schools: advice for headteachers and school staff
- DfE (2024) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Complaints Policy
- Curriculum Policy
- De-escalation and Positive Handling Policy
- Home School Communication Policy
- Online Safety Policy
- Pupil Wellbeing Policy
- Relationships and Sex Education Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy
- Suspensions and Exclusions Policy
- Supporting Pupils with Medical Conditions
- Teaching and Learning Policy
- Whistleblowing Policy

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and pupils who are care experienced.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5. Terminology

Language around behaviour must be clear and consistent. The following words are used throughout this policy and throughout the Trust in the implementation of our positive approach to behaviour.

Expected behaviours: the behaviour expected of all staff and pupils.

Expected behaviour includes:

- being kind
- showing respect
- paying attention
- cooperating with others
- listening when others are speaking
- following instructions
- taking responsibility for yourself.

Unacceptable behaviour: behaviour which is not expected behaviour because it does not promote a positive a calm, safe and supportive environment.

Distressed behaviour: indicates that a person is experiencing emotional or psychological distress. This can be shown in various forms, including physical aggression, verbal outbursts, and withdrawal. It can be triggered by various factors such as sensory overload, emotional dysregulation, or unmet needs.

The term, 'challenging' behaviour focuses on those who are challenged by the behaviour, whereas the term 'distressed behaviour' focuses on the person who is in distress. The term distressed behaviour is Trust in Learning Academies preferred terminology.

Consequences: every person's behaviour has consequences which can be positive and/or negative depending on the behaviour. The school will implement consequences to behaviour which are reasonable and proportionate. Consequences may include sanctions. Consequences will be applied consistently.

6. Creating a culture of positive behaviour which enables pupils to thrive

High expectations

Trust in Learning academies has high expectations for all pupils to use expected behaviours which demonstrate respect, kindness and a readiness to learn. Expected behaviours are modelled and celebrated by staff as well as being taught explicitly through the school's behaviour curriculum and reinforced in all areas of school life.

Celebrating positive behaviour

All staff will proactively celebrate pupils who demonstrate expected behaviours. Pupils will be recognised for displaying expected behaviours and will receive positive consequences for displaying positive behaviours.

A trauma-informed lens

Behaviour is an important form of communication. The impact of trauma and adversity often results in distressed behaviour including aggression, withdrawal or hypervigilance. Trust in Learning Academies addresses behaviour through a trauma-informed lens which seeks to understand the cause of behaviour and provide support for pupils, alongside appropriate consequences (9. Taking account of individual needs).

Relationships

Developing and sustaining positive, trusting relationships between staff and pupils, within the framework of clear and consistent behaviour expectations, is essential to creating a safe, calm and supportive environment where pupils flourish. Relationships must be authentic and must be pro-actively developed and sustained. Positive relationships between school and parents/carers, where there is strong and open communication must also be prioritised so that they can work in partnership to implement consistent high behaviour expectations.

Belonging, mattering and 'bothering'

Enabling every pupil to feel a sense of belonging in their school is crucial to inspiring and developing respectful and positive relationships. School proactively develops each pupil's sense of belonging. The school works to ensure staff foster positive relationships with pupils that reinforce the message that they are bothered about each pupil, that they matter to the school and that each pupil has a valuable role within the school community. As part of this, school actively looks for opportunities for pupils to be given specific responsibilities, actively demonstrating their contribution to school life and showing that they matter to the school.

Consistency

Consistency of expectations and the approach to behaviour is the back-bone of creating a calm, safe and supportive learning environment, enabling all pupils to thrive. The school ensures consistency of:

- expected behaviour that is modelled and taught across the school
- language and communication around behaviour
- consequences to unacceptable behaviour
- routines.

Routines

Routines are central to ensuring school is a physically and emotionally safe environment for pupils. Routines are prioritised through explicit teaching and implementation. Routines are strategically planned and carefully implemented to ensure consistency of approach across the school.

7. Promoting and recognising positive behaviour- (Appendices 1.5 & 1.7)

Pupils are praised and rewarded for good behaviour through a range of strategies. Pupils will be recognised for demonstrating expected behaviours which promote a safe, calm and supportive environment and in line with the school values. There is a clear emphasis on giving positive consequences for expected behaviours rather over implementing consequences for unacceptable behaviour.

8. Responding to unacceptable behaviour (Appendices 1.6 & 1.8)

Trust in Learning Academies has high expectations for behaviour. Appropriate consequences, which are reasonable and proportionate, will be implemented where pupils display unacceptable behaviour that do not promote a safe, calm and supportive environment. How the school implements consequences for unacceptable behaviour are detailed in Appendices 1.6 & 1.8.

Certainty and celerity over severity: there is evidence that certainty of the consequence alongside swift and timely implementation, have greater long term impact in encouraging improved behaviour than severe consequences. As such, the school implements appropriate consequences with consistency.

Behaviour as a communicator: staff understand that behaviour is a form of communication and that pupils who display distressed behaviour require support. This will involve working with the pupil to hear their voice and may involve screening and assessment to identify what is contributing to the behaviour. It will involve the implementation of appropriate support. Further detail is given in Section 9: taking account of individual needs.

De-escalation: the school understands that pupils who are distressed will need support to calm before they can rationally process and repair unacceptable behaviour. See De-escalation and Positive Handling Policy for further detail.

Restorative processes: positive relationships are crucial to ensuring a safe, caring and supportive environment where all children can thrive. When these relationships are broken through unacceptable behaviour, it is important that pupils are given the opportunity and support to repair relationships.

The importance of a fresh start: once an unacceptable behaviour has been acknowledged, it is important that the pupil is given the opportunity to have a fresh start. When giving a pupil a fresh-start, staff will use language that encourages pupil self-belief in their ability to be successful in using expected, positive behaviours moving forwards.

9. Taking account of individual needs

Some pupils who repeatedly struggle to implement expected behaviours may need additional support to enable them to be successful. School will use regular analysis of data to identify pupils who may need additional support or adjustments to the school's behaviour procedures. If this is the case, adjustments/additional support will be documented in an individual support plan (which could be an existing SEND support plan) and will be reviewed regularly.

In order to identify pupils who require additional support at an early stage, school will consider what the pupil's behaviour may be communicating. They will assess this through some or all of the following:

- pupil voice
- parent/carer voice
- screeners and specific assessments e.g speech and language, dyslexia screening, Boxhall, sensory profiling audit
- teacher observation
- ABC (Antecedent, Behaviour, Consequence) forms

The aim of any adjustments or additional support will be to enable the pupil to successfully engage in school life, and contribute positively to a safe, calm and supportive learning environment.

9.1 Pupils with special educational needs and disabilities (SEND)- (Appendix 2)

Some pupils with SEND may require additional support to follow expected behaviours. Any significant adjustments or additional support that they require to follow expected behaviours, should be identified on their SEND support plan. It will always be planned and implemented in discussion with the pupil and communicated clearly with parents/carers. In some instances it may involve working in partnership with external professionals including educational psychologists, paediatrician, speech and language therapists, Child and Adolescent Mental Health Services (CAMHS).

Examples of additional support or adjustments pupils may require include the following (this is not an exhaustive list):

- fidget toys
- movement or sensory breaks
- sensory support e.g. wobble cushion, resistance band, weighted jacket, chewies
- social stories
- visuals to communicate
- simplified language
- support at transitions
- social thinking interventions
- emotional literacy intervention
- support with managing big emotions
- access to a calm space
- key adults
- therapeutic support
- timeout card.

10. Behaviour and safeguarding

In some instances, distressed behaviour could indicate a safeguarding concern. All staff are trained to identify safeguarding concerns, including signs of abuse, and will follow the school's safeguarding procedures, outlined in the Safeguarding and Child Protection Policy. If required, the school will refer to outside agencies, including First Response, the police or mental health services.

If a pupil has a social worker, they will always be notified of significant behaviour concerns. If the pupil is a child in care, the school's designated teacher will ensure that the virtual school are notified of significant behavioural concerns.

10.1 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or Designated Safeguarding Lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

11. Recording and monitoring behaviour-

A range of data will be regularly monitored and analysed by senior leaders, including the SENCO and DSL, to identify pupils who may need additional support to successfully follow expected behaviours. This will include:

- incidents or unacceptable and distressed behaviour
- suspension data
- communication from Alternative Learning Providers or off-site directions where pupils are receiving support
- incidents of searching, screening and confiscation
- staff, pupil and parent voice.

Trends in behaviour data will be analysed to identify preventative work that may need to be implemented for cohorts or groups of pupils. As required, key trends in data will be communicated with staff to ensure consistency of approach.

12. Offsite behaviour

Where a pupil has displayed unacceptable behaviour off-site whilst representing the school, the school will implement appropriate consequences. This includes when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school.

In addition, the school can implement consequences to a pupil for unacceptable behaviour offsite if the behaviour:

- could have repercussions for the orderly running of the school

- poses a threat to another pupil
- could adversely affect the reputation of the school.

Any instances where consequences are given for unacceptable behaviour, will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12.1 Online misbehaviour

Where pupil online behaviour has been unacceptable for any of the reasons below, the school can implement appropriate consequences:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school.

Any instances where consequences are given for unacceptable behaviour will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

13. Searching of pupils (Appendix 3)

Searching and confiscation is conducted in line with the DfE's guidance, 'Searching, screening and confiscation' (2022)- See Appendix 3

Appendices

Appendix 1: Bridge Learning Campus Approach to Learning

1.1 Values and Ethos

Promoting positive behaviour for learning is a whole school responsibility which requires a consistent approach from everyone involved in our school.

Our emphasis is on praise - noticing and acknowledging the positive impact that consistent good behaviour has upon a pupil's academic progress and personal development. Rewards and praise are the most powerful actions to ensure our values are evident in all aspects of school life.

We value respect for all individuals and their right to teach and to learn in a safe environment. This enables high quality teaching and learning for all members of our school community.

Pupils are given the opportunity (with support, where necessary) to reflect on any behaviour that does not align with our values and will be supported to develop the skills and awareness to make more positive choices in the future. This may include the use of appropriate sanctions.

1.2 Expected school behaviours- whole school

Bridge Learning Campus is an all-through school, empowering pupils aged 3-16 and building their confidence from first steps to next steps. Whilst the principles of rewards and sanctions will be applied consistently, the approach taken will be different in different phases of our school community to ensure all rewards and sanctions are appropriate to the pupils' age and understanding.

Our expectations and routines exist to building a safe, respectful and accessible school experience where consistency and predictability empowers all members of our school community to be their authentic selves.

Our expectations and routines are not negotiable.

Pupils are expected to:

- Maintain an orderly and self-controlled manner
- Treat staff and peers with respect
- Contribute to a positive learning environment by not disrupting others
- Travel quietly through school corridors
- Respect school buildings and property
- Always wear the correct uniform
- Accept sanctions when issued
- Refrain from any conduct that brings the school into disrepute, including when out of school and online behaviours

Reasonable adjustments and modifications to Behaviour expectations may be provided for pupils with Special Educational Needs and/or Disabilities (SEND), whose condition may affect their behaviour, this is to

help ensure all pupils can meet our Behaviour expectations. These adjustments may be temporary and will be implemented proactively.

Classroom expectations

The teacher and/or lead adult in the classroom will set and maintain the standards and expectations necessary to ensure all pupils can learn effectively in a safe classroom free of disruption.

All pupils are expected to treat each other with respect both inside and outside of the classroom. They are expected to always follow and respect the clear and reasonable instructions of their teacher and of other adults at the school.

1.3 Behaviour for learning routines- Primary

All classroom teachers will be expected to use praise, rewards and a range of classroom behaviour management techniques to help pupils meet these expectations on a regular basis and to promote positive behaviour for learning, without escalating rapidly through the sanction system.

To ensure a consistent approach across the school for staff and children, each primary class has a clearly visible learning attitudes traffic light system with children's faces / names on it as a visual reminder of the current stage children are working at within our system. Application of the system is crucial so that children are clear of the expectations and see that these are applied fairly:

- Recognition and positive reinforcement form the basis of our approach.
- Every child starts the day with their name on green.
- Children can move up and down through the traffic light system throughout the day to enable teachers and children to recognise and understand that mistakes are made but that we can move on from these.
- The traffic light system is not applied when a child is on a class positive chart, a pastoral chart or is on report to the headteacher/senior leader.

Our commitment to Character and Values

We actively teach positive behaviour through Assemblies, Tutor sessions and PSHE lessons. This is achieved by promoting pupils' spiritual, moral, social and cultural (SMSC) development, which in turn embeds our core BRIDGE values:

- **Build-** We build confident individuals by helping pupils develop a strong sense of self knowledge, self-esteem and self-confidence.
- **Respect-** We cultivate respect for the rule of law in England, enabling pupils to understand and distinguish between right and wrong.
- **Inspire-** We inspire pupil to be proactive citizens who graft and contribute positively to their community and wider society by taking responsibility for their behaviour and showing initiative.
- **Dare-** We dare pupils to be tolerant and appreciative of different cultural traditions and public institution, helping build a more harmonious society.
- **Graft-** We graft values of respect for others and encourage pupils to empower themselves through participation in democratic processes, understanding how the law is created and applied in England.
- **Empower-** We empower pupils with a sense of purpose and responsibility, ensuring they have the tools to make a positive impact.

1.4 Expected behaviours and routines in and around the school- Secondary

At Bridge Learning Campus, our commitment is to support and empower pupils to understand and practice positive conduct, both inside and outside of the campus.

Every morning- pupils will arrive in full school uniform with correct equipment including their Yondr pouches. During Ready to Learn pupils will have their uniform and equipment checked whilst also receiving important notices/information about their day. Coats and outdoor clothing are to be left in lockers or pupils bags and no fizzy drinks/energy drinks are permitted on school site.

Mobile phones- Bridge Learning Campus is working in partnership with Yondr to give all children the benefits of a phone-free school day, improving teaching and learning. **Phones are not to be used during school time.**

Every pupil is assigned a personal Yondr Pouch. It is each pupil's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Every pupil in Year 7 to 11 is expected to secure their phone in their Yondr pouch when they arrive at school. Pupils will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Pupils are required to bring their Yondr pouch to and from school each day and keep it in good working condition. Pupils are responsible for their pouch at all times.

As pupils arrive to school they will:

- Turn their phone off
- Open their Yondr Pouch by tapping against the Unlocking Base.
- Place their phone inside the Pouch and secure it in front of school staff during Ready To Learn.
- Store it in their bag for the day.
- At the end of the day, pupils will open their pouch at one of the many unlocking stations around the school as they leave the school site.

Moving between lessons- When walking around school, pupils are expected to walk with purpose and on the left at all times. They are expected to use calm voices never shouting, they should hold doors for others and maintain a quiet, orderly atmosphere around the campus. They must follow staff instructions at all times and treat each other with respect.

Entering lessons- Pupils will follow the same entrance procedures of Meet, Greet and Seat to all lessons. Teachers will meet their class at the door and welcome them into their classrooms. Pupils will be expected to collect their books and then sit in their allocated seating plan. All pupils will begin the Daily review which will be on the Interactive Whiteboard, whilst the teacher takes the register.

During lessons- All pupils will be active listeners and speak appropriately to each other. Pupils are expected to treat one another with respect, complete all work to the best of their abilities and to be resilient learners.

Moving to and from assemblies/examinations- All pupils are expected to line up sensibly in their tutor groups before being allowed to enter the hall/examination room. Pupils will be silent as they enter and exit these areas. Groups will be dismissed one row at a time.

Break and lunchtimes- All pupils will line up sensibly at the Canteen stations waiting to purchase their food. All pupils will eat at the tables provided and will be expected to tidy up after themselves, eating outside is not permitted. Pupils can use this time to go to the toilet, fill up water bottles, play games in the allocated spaces, keep hands and feet to themselves at all times and at the end of break take off their coats/belongings into their lockers/school bags.

At the end of the day- All pupils will walk sensibly to the school exits, unlock their mobile phones from the Yondr unlocking stations and leave the school calmly and safely.

Restorative approach

Bridge Learning Campus aims to use Restorative processes at each step of the behaviour system. It should develop pupil/ staff relationships rather than break them down over time. It is essential that staff use restorative conversations so that it is conveyed to pupils that it is their behaviour that is not acceptable rather than them as a person.

1.5 Procedures for rewarding expected behaviour - Primary

Teachers should always use the language of our school values to support pupils to understand the expectations at each of the stages and this should be used explicitly with children to communicate with them why they are moving up or down. Teachers use the dojo system as a reward tool. These are also based on our Bridge Values, as well as attendance. Our Pastoral team track when children achieve the highest number each week so that Head Teachers awards can be given during celebration assembly. Golden Tickets are awarded every Friday to a child in each class. They earn a prize and have a milkshake with a member of the senior leadership team during lunch time.

Dojo Awards

- 20 dojo points awarded in a week – HT Award
- 100 dojo points – Bronze Badge
- 200 dojo points – Silver Badge
- 400 dojo points – Gold Badge
- 800 dojo points – Platinum Badge

Behaviour data is monitored termly by the Pastoral Team Leader to spot trends and actions which need to be taken. The data is used to understand how effectively the school approach to behaviour for learning is being implemented by staff; the pastoral care/ behaviour needs of pupils, plan intervention, where needed, and to monitor the impact of intervention work.

Sticker Chart

Sometimes children need some further encouragement to meet the expected standards of behaviour. If there are some children who are finding it hard to maintain this level of behaviour, then in agreement with the Inclusion Team (SEND & Pastoral) we might introduce a 'bespoke' sticker chart to help them stay on track. We have a selection of sticker charts of interest to choose from – we find that this engages them

even more. These are the responsibility of the class teacher, with them being shared by the child with the pastoral team during unstructured times, or whenever agreed within the team.

1.6 Procedures and consequences for unacceptable behaviour- Primary

Sometimes children do not meet the expected standard of behaviour in the classroom, around school or in the playground – this looks different to not maintaining positive attitudes to learning. Adults will always remind children of the reasons we ask them to behave in the way we do but where behaviour falls short of the expectation there must be a consequence. At Bridge Learning Campus if a child demonstrates any behaviours that are not representing our Bridge Values, a range of strategies may be used by the school as a consequence to demonstrate the action was wrong and needs to change. These may include but are not limited to:

- missed break/ lunchtime.
- working in a partner class
- internal exclusion

Following these incidents, a period of up to 15 days on report card will be enforced where the child will report to a member of SLT at least once a day to discuss behaviour. These incidents must always be discussed with the Leadership Team.

The adults on duty at break and lunch time will report any inappropriate behaviour back to the class teacher. This enables the class teacher to be aware of incidents and can reward/sanction appropriately;

Rewards	Sanctions
<ul style="list-style-type: none"> • Stickers • Positive praise • Communication to class teacher/ teaching assistant on specific ways in which the child has displayed school values 	<ul style="list-style-type: none"> • Asked to leave the game or zone and directed to a new game/zone • Standing next to an adult for 5 or 10 minutes

The Traffic-Light system

Stage	Learning attitudes	Reward/Sanction
Gold <i>Exceptional Behaviour and Role Model</i>	Exceptional engagement and participation in learning which is maintained throughout the day. <ul style="list-style-type: none"> • Actively listening and showing respect for others' views • Persevering in learning especially when it is challenging. 	Communicate to parent/ carer via teacher through class dojo Meet with SLT to share



	<ul style="list-style-type: none"> • Demonstrating pride in own work to ensure the content and presentation are continually improving. • Actively encouraging others to try their best and supporting them appropriately. 	
<p>Black</p> <p><i>Exceptional Engagement</i></p>	<p>Exceptional engagement and participation in learning</p> <ul style="list-style-type: none"> • Actively listening and showing respect for others' views • Persevering in learning especially when it is challenging • Demonstrating pride in own work to ensure the content and presentation are continually improving 	<p>Stickers</p> <p>Positive praise</p> <p>May communicate to parent/ carer via dojo for weekly values award and attendance at Golden Ticket lunch.</p>
<p>Green</p> <p>BLC Learner</p>	<p>Ready to learn - everyone starts the day here every day</p> <ul style="list-style-type: none"> • Active listening, participation, and engagement in learning • Following instructions • Completing learning • Productively working with others 	<p>Stickers</p> <p>Positive praise</p> <p>Dojo points</p>
<p>Blue</p> <p><i>Warning Stage</i></p>	<p>Not meeting the expected standards for learning attitudes</p> <ul style="list-style-type: none"> • Interrupting teaching and other children's learning e.g. talking at the wrong time, ignoring instructions, • Not taking part in the learning 	<ul style="list-style-type: none"> • Non-verbal cues • Eye contact • Reminders • Change seat • Sit by adult • Warning about danger of going onto amber <p>When on a warning over 3 times in a week, positive behaviour chart to be given and monitored for a week by class teacher.</p>
<p>Amber</p> <p><i>Stage after Warning</i></p>	<p>Not meeting the expected standards for learning attitudes even after a warning</p> <ul style="list-style-type: none"> • Failure to respond to teacher's request on more than one occasion • Creating a disturbance to other's learning on more than one occasion • Ignoring instructions after a verbal warning 	<p>5 minute timer in class at play time or if persistent, 10 minutes at lunch time with SLT</p> <p>Individual positive reward given by teacher</p> <p>When on amber more than 3 days in a week, a pastoral behaviour chart will be given for a week.</p> <p>If appropriate, loss of break/lunchtime or other privileges report card considered</p>

<p>Red</p> <p><i>Report (by SLT or Pastoral only)</i></p>	<p>Report Card Behaviours – Only given by SLT and Pastoral only</p> <ul style="list-style-type: none"> • A serious fighting incident • Violently hitting another child with intent • Shouting/ swearing at an adult/ aggression towards an adult • Destroying/ damaging school or another person’s property with intent • Leaving a room/playground without permission/ walking away from an adult who is speaking to them • Generally, not following the Bridge Values consistently. 	<p>A period of up to 15 days on report card will be enforced where the child will report to a member of SLT or Pastoral at least once a day to discuss behaviour.</p>
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1.7 Procedures for rewarding expected behaviour- Secondary

We are proud of our pupils at BLC and are keen to empower them to have agency within our school community. All children gain positive ‘Graft’ points. These achievement points are recorded on ClassCharts. Parents/carers are encouraged to track their children’s achievement points on the ClassCharts parent app. This enables real-time alerts each time a reward is recorded, reinforcing positive behaviour for learning aligned to our BLC values.

As pupils accumulate positive (‘Graft’)points, they will be awarded a coloured badge that is attributed to each stage of points received. Pupils that continue to demonstrate our school values will also qualify for additional events, trips and activities to celebrate and reward them for their positive contribution to our school community.

Badge Type	Achievement points
Bronze Badge	50 Positive points
Silver Badge	100 Positive points
Gold Badge	150 positive points
Platinum Badge	200 positive points
Titanium Badge	250 positive points
Neptunium Badge	600 positive points
Astatine Badge	800 positive points

Pupils will gain these achievement points for the following reasons.

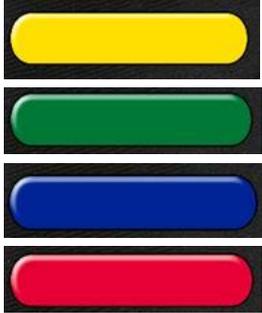
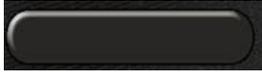
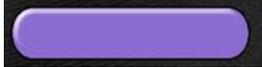
- Demonstrating one of our school values in or out of the classroom
- Attitude, effort and attainment in lessons
- 100% Attendance or significant improvements in attendance
- Pupil leadership roles and responsibilities
- Club/group, House, School representation

These achievement points are logged on the child's ClassCharts app, which can be viewed by parents/carers and the children themselves.

Pupil leadership and Representation

Throughout the school year we will promote opportunities for pupil leadership and representation at different levels within school, and we are also keen to acknowledge representation of members of our school community outside of school.

We know that if our children are able to show agency to lead and represent themselves in different, and less familiar, situations they will be able to develop and grow as young people. This, in turn, will show that they are able to display our school values. As pupils participate in different levels of representation we will celebrate this by awarding them with an relevant school badge

Role and responsibility	Badge
School Leadership: Tutor, House and school level	
Club/group representation	
House representation (In line with house colour)	
School representation	
Regional representation	

1.8 Procedures and consequences for unacceptable behaviour- Secondary

At Bridge Learning Campus we utilise a broad range of high standards, behavioural and teaching strategies, support and rewards/sanctions to ensure all pupils are able to access and excel in their learning, disruption free.

As a school we work hard to support and re-educate pupils following incidents of poor behaviour. At all times we try to avoid the most serious sanctions, through a process of pre-emptive support and de-escalation strategies, whilst also having consideration of personal circumstances of the pupil. Decisions regarding sanctions will be made in line with fairness and equality, whilst also having understanding that each child is unique and must be considered on a case-by-case basis. The school recognises that changes in behaviour may be an indicator that a pupil is in need of help, support or protection. We will consider if a pupils behaviour is linked to changes in circumstance, their mental health or if they are suffering/likely to suffer harm.

Report cards

Pupils causing concern may be placed on report with specific targets or with a graded lesson outcome. Reports will be shared with parents/carers and monitored by the Pastoral Team and/or Tutors. Failure to complete a report to the standards expected will result in further school sanction.

Classcharts

Positive and negative behaviours are recorded by BLC staff on ClassCharts. Parents/carers are encouraged to track their children's behaviour points on the ClassCharts parent app. This enables real-time alerts each time a reward is recorded or a warning issued, helping parents to support their children's positive behaviour for learning and reinforcing our BLC values.

After a low-level reminder (which may be non-verbal) continued low-level behaviour that does not meet the expectations of this policy should be addressed as follows:

- **Remind-** (1st Occasion of poor behaviour) a reminder of expected behaviour is issued verbally to the pupil.
- **Warn** - (2nd Occasion of poor behaviour) the pupil is warned that they will be sanctioned if they do not comply with behaviour expectations. Teacher writes pupil's name on the board.
- **Negative point-** (3rd Occasion of poor behaviour is logged on ClassCharts and a tick is written next to the pupil's name on the board.
- **Park-** If behaviour has not improved the pupil is sent to the Parking room, which is logged on Classcharts. The pupil will be collected from their lessons by a SLT Duty member of staff.

If a student is on the list of students receiving SEMH support, then the teacher will call SEMH support from the member of SEMH staff on call before parking the student.

Parking room

If a pupil is sent to the Parking room, they will be collected by a member of SLT and walked directly to the room. Pupils will be directed where to sit and then be expected to read the expected standards of the room at their desks. Pupils will be given an opportunity to write down how they are feeling, which will be used as part of a Resolution Meeting (RM) later in the day with the member of staff that sent them to the room. Pupils are expected to complete subject- related work during the x1 hour (maximum) they are in the room. If they do not meet the expected standards of the room, warnings will be given and sanctions escalated. After pupils have completed their time in the Parking room (typically the remaining time left of that lesson), pupils are allowed back into their normal lessons. In addition a text is sent home to

parents/carers explaining that the pupil also has a 45 minute detention issued that evening- 3.10-3.55pm daily. Pupils are expected to attend any detention issued on the same day as directed

If a pupil is sent to the Parking room a second or third time in the same day, the member of SLT on duty may decide that the pupil will spend the rest of the day in the Suspension Room. Pupils who receive several detention level sanctions in the same day are deemed to have 'maxed out' their detention quota for that evening. They will still complete a 45 minute detention the same evening. Their parents will be only contacted by phone that day by a member of the behaviour team to explain how their behaviour has fallen short of the expected standard.

If a pupil does not attend their allocated detention (the same evening) this is escalated the next day to a 90 minute detention (3.10pm-4.40pm), again parents/carers will be informed of this and all pupils are expected to attend.

Detentions

At BLC pupils we use an after school detention system to monitor and improve pupil's engagement to school, in lessons and with their work. Pupils will receive a detention if they are sent to the Parking Room or if they are over 5 minutes late to school or to one of their lessons.

Detentions may be used as a sanction and may be held at any of the following times:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', INSET days or non- contact days

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent**.

However, before issuing a detention outside school hours staff will consider the following:

- whether there is any reasonable concern that doing so would compromise a pupil's safety i.e., whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Expectations of behaviour in detentions are clearly shared with pupils. These include sitting in the allocated place, working silently unless spoken to by an adult, doing something productive (eg reading, homework, revision), and reflecting on the reason they are in detention.

Typically detentions will either be 45 or 90 minutes long. If a pupil fails to attend a detention without a reasonable excuse, or fails to complete a detention successfully, the pupil will normally receive the next level sanction. Failure to attend multiple detentions could result in formal suspension. The school keeps a record of every detention imposed and the reasons for imposing it.

Suspensions

The process of suspending a child will only ever be used as a last resort, and when other avenues of support/co-regulation have been exhausted. The school is required to set work (and mark any work that is returned) for all suspensions of 2 days or more. The completion of this work will be checked at the Return from Suspension meeting.

Returning to school following a suspension

A Return from Suspension (RFS) meeting must take place before your child can return to school. This should always be in person with the child present at the meeting together with any other important adults e.g. social worker. In exceptional circumstances the RTS meeting can take place over the phone.

Appendix 2 Recognising the Impact of SEND on Behaviour

The school recognises that a pupil's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. This includes children with significant Mental Health needs. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Where necessary, support and advice will be sought from the SENDCO, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child, in line with our graduated response. We will work with parents to create the plan and review it on a regular basis.

When considering a behavioural sanction for a pupil with SEND, the school will take into account whether the pupil was unable to understand the rule or instruction, whether the pupil was unable to act differently at the time as a result of their SEND, and whether the pupil is likely to behave aggressively due to their particular SEND. Reasonable adjustments to sanctions will be considered for all pupils with EHC Plans. We

may request an emergency review of the EHC plan if the behaviour exhibited means that the school cannot manage to meet the child's needs

Appendix 3: Guidance for the searching of a pupil

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or DSL, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches by police

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

This subsection and the one directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupils
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search by police

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken